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AUTHOR Pypcznski, Penny
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ABSTRACT

Growing out of concern for lack of library school training for adult education work, this paper summarizes a literature review on librarianship for adult education, outlines topics of concern for a curriculum in adult education librarianship, and lists resources for use in developing such a curriculum. The literature review, focusing on the growth of adult education and the need for library services, includes report of a survey of thirty college catalogs (randomly selected from the fifty-seven accredited library schools) which revealed that only one school in the Northeast offered a specific course: Library Adult Education Services. The outline of curriculum concerns covers problems and responsibilities of adult education librarianship, types of library adult education service, forms of training for adult education librarians, and ideas for working with library adult education. The resource list suggested for use in curriculum development cites forty-one books, twenty-six articles, eight reports, nine ERIC (Educational Resources Information Center) documents, eight dissertations, fifteen adult education periodicals, eleven national associations, and six special programs and services. Concluding recommendations emphasize the need for librarians to understand the goals of adult education and the problems peculiar to working with adults in the educational, not recreational, aspects of the library. (JT)

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CURRICULUM RESOURCE MATERIALS FOR ADULT EDUCATION LIBRARIANSHIP

PENNY PYPCZNSKI

MEDIA COMMUNICATION SCIENCE
TRENTON STATE COLLEGE

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ABSTRACT

American libraries today are engaged in the task of offering specialized services in the area of adult education. To conduct successful programs in Adult Education Librarianship, librarians must understand the goals of adult education and the problems peculiar to working with adults in the educational, not recreational aspects of the library. However, American library schools have not been offering suitable training for their students in adult education work. This study's data on library school catalogs indicates that proper course work is not included in the general or specific studies for librarianship dealing with adult education. Information gathered for this study is listed as to form a basis for a curriculum covering Adult Education Librarianship. Areas covered deal with providing effective educational services and the teaching of Adult Education Librarianship: Problems and responsibilities of Adult Educational Librarianship; types of library adult education service; learning situations for librarians; ideas for working with library adult education; and resources for adult education librarians. This information, especially the resource materials in Section V, could act as a foundation and basic outline for a successful curriculum in Adult Education Librarianship. Recommendations

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were made to emphasize stronger training of librarians in graduate library schools and for additional in-service training for Adult Education Librarianship both on the state and national levels. Training should consist of simulation techniques utilized in classroom situations for future application in program planning and services most suitable for adults.

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TABLE OF CONTENTS

		Page
INTRODUCTION		1
THE PROBLEM		2
REVIEW OF THE LITERATURE		4
PROCEDURES		8
RESULTS		10
SECTION	I	13
SECTION	II	14
SECTION	III	15
SECTION	IV	16
SECTION	V	18
DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS		33
BIBLIOGRAPHY		36

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I. INTRODUCTION

Because of this nation's historical commitment to post-secondary education and training, it has resources unmatched by any other country. Colleges and universities, continuing education and extension programs, professional and industrial refresher courses, and schools for training in virtually every occupation or avocation. And one of this country's finest resource for adult education has been the concept of libraries.

If we glance at the history of early American libraries, we find the adult education motive even more dominant than it is today. Ever since the founding of the first library in Philadelphia by Benjamin Franklin, a major goal of libraries, whatever form the activities have taken, has been to encourage the individual to use the library's resources purposefully in developing knowledge, understanding, critical appreciation, and responsible awareness of the world in which he lives. In the 1820's, Mercantile and Mechantics Libraries were established for the working class sole use. Any person involved in mercantile business--merchants, clerks, and persons holding mercantile positions were entitled to the privilege of these libraries for a small fee.

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The public library was the first tax-supported agency established in the United States for the informal education of adults.

The American Library Association in 1921 organized its Division of Adult Education to relate programs in libraries with the ideas and activities of adult educators. Stimulated by the Carnegie Corporation's activities in adult education, the American Library Association in 1924, appointed a Commission to study the role of the library in adult education. Great hope was given to the library's contribution in adult education, but progress has been far from satisfying the demand of those who saw the public library as potentially a "people's university."

Libraries, whose services are available to all, provides an excellent opportunity for those who wish to continue their education, either formally or informally, in all areas of life-long learning. For years now, libraries have been considered storehouses of knowledge with its major emphases on recreational reading, aesthetic appreciation or the seeking out of specific facts. Libraries, have increasingly expanded their activities and services to dealing with adults, especially in the field of education.

A. THE PROBLEM

Adult Education has grown so rapidly in the twentieth century that it has flourished to the point that it is

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bewildering in its magnitude and variety and has caused many people to reassess the idea that education is the sole activity of childhood and youth. The growth of educational activities for adults has been influenced by many basic social and economic trends in America. Libraries have been aware of these changes for many years and have kept in pace, always serving the adult--to a point where it is routine and a totally natural part of its services. However, adult education is now taking new roles in working with libraries. Today you will find more libraries working with universities or community based education programs that offer discussion groups; outreach programs to the elderly, migrant works, or disadvantaged citizens; GED programs; CLEP testing; as well as offering college credit courses held in the library. State extension agencies are seeking new areas to help with adult education programs and many pilot studies have been launched to study needs and resources in adult education.

Indeed, librarians are working harder today to deal with adult education but they are not adult educators. Very few librarians are ready to meet with this new influx of adult education programs and services. Few have been trained to deal with the concepts, principles, and approaches of adult education. They are unaware of the changing needs of adults or how to interpret the materials of com-

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munication that would best serve the adult learner. Many recommendations have been made by the American Library Association to library schools that adult education work should be part of the general basic work of all library school students, whatever their area of interest--that the teaching of the core concepts of adult education should be taught.

A thorough review of library education for adult education services in public libraries has not been made since 1959 (Monroe) but in 1965 (Purcell) a survey of library school catalogs concluded that "some form of course in adult education is now available in nearly all accredited graduate schools of library education." This survey would indicate that most librarians are prepared in adult education work but this is untrue today. Current research shows that very few librarians are trained to effectively work with adult learners today, so this survey seems to be questionable.

Therefore, the purpose of this research will be to develop specialized curriculum resource materials for the training of librarians in adult education work. Materials, ideas, and concepts that could be used in library schools for specialized training of library school students will be explored.

B. REVIEW OF THE LITERATURE

Because the area of adult education has been growing

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rapidly in the last decade, it is essential that the libraries have the specialized staff to carry out its commitment to the continuing education of adults. Librarians should have backgrounds in education to provide resources and service to adult students and those who teach or guide adult students as well as those being prepared to conduct library programs.

A literature review of educational and library services indicated that a large part of the reason for the gap between educational preparation and life needs in this technoligical age, is that educational institutions view their mission as the transfer and preservation of cultures rather than as the change agent for those cultures. The growth of adequate adult education has been hampered because American colleges and universities have clung to their traditions of higher education as a luxury or of higher education as a finely selective process of training specialists, scholars, and professionals.

It was the public library that first realized its potential role in adult education in the United States. Lee (1966) and Monroe (1963) explored the historical development of the conception of adult education within the public library. Since 1926, when the American Library Association's Committee on the Library and Adult Education, financed by a grant from the Carnegie

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Corporation wrote its first report (American Library Association, 1926), the purpose has not changed, but the scope and practice of the library's role has greatly expanded as studies by Johnson (1938) and Wilson (1937).

A survey of adult education in public libraries made by the American Library Association in 1953 (Smith, 1954) by means of a grant from the Fund on Adult Education, explored the extent of group service given by public libraries. Other grants have enabled the American Library Association to experiment with several kinds of programs in a variety of types of libraries, which indicate that the public library's role in the field as a varied, active, and expanding one.

Studies by Houle (1974), Mavor (1976), Texas University (1973), and the Appalachian Adult Education Center (1973), express the need for special training of the library staff in the public libraries and explain role expectations and specialized personnel needs, functions, and responsibilities in both the library and adult education centers. Research by Newman (1975) and Fleming (1974) point out the need for the interchange of ideas and cooperation to develop literacy services between adult education programs and libraries.

The report of the Malmo Seminar in 1951 emphasized community study; effective organization of the library to fulfill its educational function; the use of audio-

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visual materials and resources; group methods and mass media. It stressed the necessity for the librarians taking an active role in the work of stimulating adults to learn. (Houle, 1951).

An unpublished dissertation by Nelson made a summary recommendation that there should be special training of librarians for careers in adult services and resources. Penland's (1976) findings imply the need of professional librarians with training in adult education psychology and learning patterns rather than the usual preparation of instructing everyday library usage.

And most recently, Malcolm Knowles, in a paper presented at the Continuing Library Education Network and Exchange Assembly in January 1976, stated that lifelong learning will require resource centers with specially trained professional resource librarians.

This review of the literature showed little research or studies dealing in the area of university or college libraries' role in adult education. A survey by Ash (1974) indicates only three libraries (public and educational) in the United States with special holdings in the area of adult education.

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II. PROCEDURES

To completely grasp the idea of adult education librarianship, there are several considerations to be discussed. One consideration is to understand the objectives of adult education and the conditions and trends effecting these objectives. Also the library must not be thought of as an entity in itself but more as a coordinating and intergrating force. Librarians must be taught to rethink with new objectives in the area of adult learning.

To gain insight into new aspects, several areas were explored that will hopefully provide the needed information on building resources for adult education librarianship. Research was first conducted to substantiate the claim made by Gary Purcell in 1965 that, library schools are equipped to teach adult education training in their graduate courses. Library school catalogs were examined to determine if the information gathered in this study will be useful for teaching.

A list of American library schools was obtained from the American Library Association and it indicated that there were fifty-eight accredited schools of

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librarianship. Of the fifty-seven schools listed, the catalogs of thirty schools were randomly selected to be examined.

An exhausive examination of the Educational Resources Information Center materials, monographs, periodical articles and disserations was conducted to gather information that pertained to the following areas:

1. Problems and Responsibilities of Adult Education Librarianship
2. Types of Library Adult Education Service
3. Learning Situations for Librarians
4. Ideas for Working with Library Adult Education
5. Resources for Adult Education Librarians

Standard and specialized reference tools were examined to provide information on periodicals, associations, reports, proceeding and other services that would help in the teaching of library work dealing with adult education. This information would directly help library schools teach courses. It is the basis to build a curriculum dealing with the teaching of Adult Education Librarianship.

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III. RESULTS

The material gathered from this study should provide sufficient information to form the foundation to build a complete curriculum in Adult Education Librarianship. It will enable students not to generally regard adult education librarianship as an innovation, as a service to an underpriviledged group only, rather this as a reinterpretation and logical extension of the library's prime functions.

Though the library's role in adult education has always been an influencing force, American library schools have not been totally preparing its students for specific work in adult education. In 1965, Gary Purcell claimed that "some form of course in adult education is now available in nearly all accredited graduate schools of library education." If this were so, public and academic libraries should be well-prepared for adult education work. Unfortunately today, this is not true or the libraries would be actively pursuing its role.

Thirty catalogs of the fifty-eight library schools showed, as a majority, that they were not preparing their students for adult education work. Only one school in the Northeast offered a specific course: "Library Adult Education Services." The other library schools

listed general courses for adult work as "Materials and Services to Adults," "Reading Guidance for Adults" or "Public Library Services to Adults," but not specifically adult education. These courses usually consist of an emphasis on group programming, reading interests, and books and related materials for adults. The schools that offer these courses always offer courses in Children's services and Adolescent services as well.

This is a fair indication that Purcell's claim is not true. Library schools are not training their future librarians in adult education work. This problem is not new. In 1926, the American Library Association's Commission on Library and Adult Education submitted its report Libraries and Adult Education which was an analysis of adult education possibilities for public libraries. One of the major problems discussed in the report that prevented librarians from effectively providing educational services, was a lack of qualified reader's advisors. The American Library Association's Board of Education for Librarianship of that time advised library schools to establish a special course of instruction in adult education for librarians, and incorporating the necessary instruction in courses already established. In subsequent years, the American Library Association has made similiar recommendations. Yet there are only a few

schools that offer specialized adult education courses and no schools that make it a required course.

The information gathered from a search of various instructional resources, reference sources and standard works provided enough data to help form the basis of a curriculum dealing with the teaching of adult education librarianship. After suitable personnel, proper materials are most essential to adult education, and there is very little produced in the area of textbooks to fit exact curriculum needs. The five following topics would need to be discussed in order to cover the basic areas which would be a foundation for a successful curriculum in Adult Education Librarianship. This is a basic outline for teaching a curriculum in Adult Education Librarianship:

I. PROBLEMS AND RESPONSIBILITIES OF ADULT EDUCATION LIBRARIANSHIP

A. Problems

1. *Training - knowing the history, theory and practice of adult education; psychology of adults; organization of adult education activities; methods and techniques of program planning; interests, habits and difficulties*

2. *Skills - to teach or recognize the ability to communicate (train, lead, present, utilize); the ability to plan, organize and administer; ability to work with other adult education agencies, departments etc.*

3. *Attitude - formulating positive attitudes about the librarian's role in adult education and belief in a responsibility for adult education and to act as a community resource*

4. *Services - determining what guidance or assistance (and how much) should the library provide to individuals (groups, classes etc.)*

5. *Interests and Needs of Adults - development of, and factors influencing interests as well as concepts and attitudes of adults*

6. *Changing Needs of Adults - discussion of newer concern that include activities for disadvantaged citizens, older Americans, women, migrant populations etc.*

7. *Process of Feedback - establish plans and policies for establishing continuing feedback from students, adult learners, librarians, community etc.*

8. *Criteria for Evaluation - procedures for evaluating student/librarian satisfaction, planning, re-definging decisions, problems; formulating clear objectives; methods of evaluation*

9. *Finances - questions of increased expenditures that have often caused cutting in areas such as adult education services; salary problems for qualified personnel*

B. Responsibilities

1. *Planning - initiating and cooperating in community-wide programs*

2. *Advising and Counseling - program planning assistance to other organizations and community leaders; other librarians*

3. *Publicity - extending the influence of the library's adult education services or other agencies' services*

4. *Cooperation - with other adult education groups to offer more diversified service or other state and local organizations*

5. *Training - of individuals in program planning, discussion groups etc. of other librarians in adult education techniques and procedures*

6. *Committment - to guide and direct the educational efforts toward life-long on the part of individuals and groups*

7. *Lobby - to pressure for the improvement of books and materials for adult use; improvement of the readability of printed material*

8. *Communication - for improvement within the library profession regarding library practice in adult education*

II. TYPES OF LIBRARY ADULT EDUCATION SERVICE

Services must meet adult needs as related to their environment and learning abilities. The problem too often is the readiness of libraries to undertake the role, that is, the problem of leadership within individual libraries and boards of trustees to offer these services. The following is a listing of services necessary for successful adult education programs.

A. Services Within the Library

1. *Individual Services - assistance in reader's advising, providing personal assistance, stimulate interests, inter-library loans, etc.*

2. *Group Services - either to adult education agencies or library sponsored group programs in supplying materials or facilites*

3. *Community Services - to work actively with groups, institutions or agencies on programs in relation to the educational needs of the community (YMCA, colleges or universities, civic and labor groups, etc.)*

4. *Active Adult Educational Programs - assists Adult Evening Schools, Testing Centers or higher education institutions in either advising, personnel or space*

B. Services From Outside Agencies

1. *Extension Services - making the library's resources more attractive and easily used for those who cannot get to the main library building (branch services, starefronts, bookmobiles, etc.)*

2. *Special Services - specialized help to adult education in the area of services to the deaf, blind, handicapped, aged, migrant populations, underpriviledged, etc.*

3. *State Library Services - provides the state's public libraries with special lending collections, consulting services, audio visual materials, etc. for adult education work*

4. *State Library Association Services - offers workshops, institutes, legislative support etc. for adult education librarianship*

5. *Regional Networks - offers opportunities to share resources, materials, staff and programs in adult education work*

III. LEARNING SITUATIONS FOR LIBRARIANS

It is necessary for librarians to be properly trained in adult education work and to continue this training whenever possible. Continuing education on the part of the librarian will help to develop equally useful methods for giving practical training in building satisfactory book collections, formulating reading programs and giving reading guidance. The following listing could lead to an entire course on preparing librarians for work in the field:

A. Formal library school courses

B. Classes in other divisions or universities offering adult education

C. Institutes, workshops or seminars (not just in library services but other adult education areas as well)

D. On-the-job-training - working closely with successful programs or knowledgeable library personnel

E. In-service training - emphasing the art of understanding adults, learning differences, reading interests, selection of materials, exchange of information, etc.

F. Visitations - visit successful libraries or adult education agencies for ideas in procedures and administration

G. Correspondence and extension courses - offered by educational institutions or ther sucessful libraries

H. Staff - development training - in-house work with other adult educators or librarians

I. Self-improvement - join in professional activities, reading, participation in teaching, travel observation, etc.

IV. IDEAS FOR WORKING WITH LIBRARY ADULT EDUCATION

These services do not seem to fit in the old concept of librarianship, that education is restricted to formal classrooms and reading, but that it involves practical application of knowledge and experience. The library now has the opportunity to work closely with the adult learner in his new searches for information and self-expression. The library now has the chance to illustrate its concerns with the practicalities of everyday living and interaction.

A. Sharpening the Focus of Programs on Topics Important to Adult Education Services

1. *Sequential programs - planned around a topic or theme on a particular subject of interests to groups*

2. *Reader's Advisory programs - programs specifically designed for a particular individual or group that must meet needs and specific educational objectives*

3. *Cooperative programs - working with planned programs initiated by other agencies, institutions or departments*

B. Suggesting Materials and Resources and Techniques For Using Them

1. *Booktalks or book reviews - individual or a series of book discussions by trained librarians or adult learners on the literature of a specific or general field; to stimulate curiosity rather than a substitute for reading*

2. *Book selection policies - provide an on-going general, well-balanced collection for adults, and be on the alert for particular interests of adult education*

3. *Lectures - by local specialists or well-known personalities not just to entertain but to focus on areas of self-help, problems of everyday life or on subjects of current interests*

4. *Film programming - stimulate and encourage use of films that meet the educational needs of adult learners*

C. Assisting in Provision of Materials, Personal Assistance and Stimulation

1. *Adult Education information desk - or room or corner conducted by a trained staff who knows the adult education resources of the library or the community and who is able to communicate with the adult learner*

2. *Information files - be a clearinghouse of local adult evening classes, part-time educational opportunities, testing services, adult education associations and services, community activities and resources, civic and labor organizations as well as cultural and educational institutions*

3. *Correspondence and home study courses - having an awareness and keeping a current listing of correspondence and home study courses (university and commercial) and the realiability, general facts and vocational choices*

4. *Bulletin boards - provide space for information for adults in general or space for specific information on adult education: programs, classes, discussion groups, services, etc.*

5. *Displays - using library and other materials to create an interest in a particular area, subject, or little understood idea*

6. *Providing physical facilities - to other agencies or independent neighborhood groups for the use of existing facilities, without library involvement in planning or programming, as meeting rooms*

D. Other Information Services

1. *Co-operative sharing of library programs - if the program was good, portable and interesting, establish a swap with other local libraries*

2. *Studying the community - to be more aware of the ways in which the library could develop services to help meet community needs: and more awareness of the library's role as an active educational agency of the community*

3. *Get out of the library - take services and ideas out to community groups and participating agencies - - church, civic and labor organizations, and take materials and suggestions to group meetings.*

V. RESOURCES FOR ADULT EDUCATION LIBRARIANSHIP

The following resources were selected to help prepare library science students to work in adult education services. The listing provides the information necessary for teaching a curriculum in Adult Education Librarianship. This material would provide the data for full discussion of the Section I through IV of this study. Although some of the information is old and somewhat out-of-date, the principles, ideas and philosophy of Adult Education Librarianship are valid and their inplications important. Most were written at a time when the adult education movement in librarianship was at its strongest. A time when many studies and conferences were conducted to insure the library's role in expanding the educational experiences for all.

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ADMINISTRATORS SWAP SHOP (1912)

National Association for Public Continuing and Adult Education
1201 16th Street, NW
Washington, DC 20036

6/yr.

ADULT & CONTINUING EDUCATION TOADY (1971)

Today Publications & News Service
621 National Press Building
Washington, DC 20045

bi-weekly

AEA DATELINE (1974)

Adult Education Association of USA
810 Eighteenth Street, NW
Washington, DC 20006

10/yr.

ADULT EDUCATION (1950)

Adult Education Association of the USA
810 Eighteenth Street, NW
Washington, DC 20006

quarterly

ADULT EDUCATION BULLETIN (1951)

Adult Education Association of the USA
810 Eighteenth Street, NW
Washington, DC 20006

quarterly

ADULT EDUCATION JOURNAL (1951)

Adult Education Association of the USA
810 Eighteenth Street, NW
Washington, DC 20006

quarterly

ADULT JEWISH EDUCATION (1955)

National Academy for Adult Jewish Studies
218 East 70th Street
New York, NY 10021

quarterly

ADULT LEADERSHIP (1952)

Adult Education Association of the USA
810 Eighteenth Street, NW
Washington, DC 20006

10/yr.

CONTINUING EDUCATION FOR ADULTS

CSLEA
138 Mountfort Street
Brookline, MA 02146

CONTINUING EDUCATION REPORT

University of Chicago
The Studies & Training Program in
Continuing Education
5835 Kimbark Avenue
Chicago, IL 60637

irregular

INTERNATIONAL CONGRESS OF UNIVERSITY ADULT EDUCATION

International Congress of University
Adult Education
The Secretary
138 Mountfort Street
Bookline, MA 02146

irregular

JOURNAL OF COOPERATIVE EXTENSION

Extension Journal
Room H2, Agricultural Hall
University of Wisconsin
Madison, WI 53706

quarterly

PUBLIC CONTINUING AND ADULT EDUCATION ALMANAC

National Association for Public Continuing
and Adult Education
1201 Sixteenth Street, NW
Washington, DC 20036

PULSE

National Association for Public Continuing
and Adult Education
1201 Sixteenth Street, NW
Washington, DC 20036

TECHINQUES FOR TEACHERS OF ADULTS (1960)

National Association for Public Continuing
and Adult Education
1201 Sixteenth Street
Washington, DC 20036

monthly

G. National Associations

ADULT EDUCATION ASSOCIATION OF THE USA (1951)

810 Eighteenth Street, NW
Washingon, DC 20006

AMERICAN LIBRARY ASSOCIATION (1876)

50 East Huron Street
Chicago, IL 60611

COMMISSION OF PROFESSORS OF ADULT EDUCATION (1955)

Ritter Addition 217
College of Education
Temple Universtiy
Philadelphia, PA 19122

COMMISSION ON THE STATUS OF WOMEN IN ADULT EDUCATION

1331 H Street, NW No. 608
Washington, DC 20005

CONTINUING EDUCATION COUNCIL (1974)

Six North Sixth Street
Richmond, VA 23219

COUNCIL OF NATIONAL ORGANIZATIONS FOR ADULT EDUCATION (1952)

810 18th Street, NW
Washington, DC 20006

INSTITUTE OF LIFETIME LEARNING (1963)

1909 K Street, NW
Washington, DC 20049

NATIONAL ASSOCIATION FOR PUBLIC CONTINUING
AND ADULT EDUCATION (1952)

1201 Sixteenth Street, NW
Washington, DC 20036

NATIONAL RETIRED TEACHERS ASSOCIATION
AMERICAN ASSOCIATION OF RETIRED PERSONS

1909 K Street, NW
Washington, DC 20049

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SCHOOL OF LIVING (1936)

Route 1 Box 129
Freeland, MD 21053

TAMIMENT INSTITUTE (1921)

1501 Broadway
New York, NY 10036

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H. Special Programs & Services

ERIC CLEARINGHOUSE ON ADULT EDUCATION

107 Roney Lane
Syracuse, NY 13210

THE INSTITUTE OF LIFETIME LEARNING

NRTA - AARP
1909 K Street, NW
Washington, DC 20049

NATIONAL ADULT CONTINUING EDUCATION CONFERENCE

Yearly conference sponsored by
AEA/USA & NAPCAE

NATIONAL DIRECTORY OF HOTLINES
SWITCHBOARDS AND RELATED SERVICES

The Exchange
311 Cedar Avenue, South
Minneapolis, MN

NATIONAL HOME STUDY COUNCIL

1601 Eighteenth Street, NW
Washington, DC 20009

SYRACUSE UNIVERSITY

Publications in Continuing Education
224 Huntington Hall
150 Marshall Street
Syracuse, NY 13210

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IV. DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

To have a successful program in Adult Education Librarianship, librarians must understand the goals of adult education and the problems peculiar to working with adults in the educational, not recreational aspects of the library. True, it is difficult to distinguish between the two because they so often overlap but there must be an emphasis on programming and services for adult needs. There is a need for library services for the continuing educational, recreational and cultural development of adults and this need increases daily.

American library schools must reexamine their role in the preparation of librarians in adult education work. A stronger emphasis on adult education services should be made in the general training of librarians regardless of what specialization the library student is engaged. Schools must recognize the need to urge and encourage them to utilize its services for adult education work. Training should consist of simulation techniques utilized in classroom situations for future application in program planning for individuals and groups, as well as development of a better understanding of the kinds of educational methods most suitable for adults.

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Recommendations will be made to the President of the New Jersey Library Association and the Vice President/ President Elect of the Adult/Young Adult Division to allow this study to be presented to the Planning for Action Committee. Recommendations to the committee will call for a re-examination of the practice of adult education work in New Jersey and for possible workshop, seminars or in-service training to be conducted in the state's libraries or at the annual convention.

The result of these meetings with the state library association's Executive Board along with the study will then be sent to the American Library Association for review. Suggestions will also be made to recommend to the American Library Association's accredited library schools to include courses in Adult Education Librarianship for all students.

The results of this study particularly Section I through Section V will be divided to form a basis of a series of articles to be published in both state and national progessional library journals to create a renewed awareness in the field. Greater effort needs to be made to faster research and to publish findings concerning adult education librarianship techniques.

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The information compiled from this study will also allow the Library Science Division of the Media Communication Science at Trenton State College to begin instruction to prepare students in adult education and how it deals with librarianship.

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